

THE MANITOBA TEACHER

Official Organ of the Manitoba Teachers' Federation

Vol. 7 No. 7



Quisque
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Omnibus

SEPTEMBER, 1926

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210 Victoria Street

Toronto 2, Ontario

The Manitoba Teacher

OFFICIAL ORGAN OF THE
Manitoba Teachers' Federation

PUBLISHED AND CONTROLLED BY THE M.T.F. PUBLICITY COMMITTEE
W. SADLER (Chairman), Winnipeg

VOL. VII.

WINNIPEG, SEPTEMBER, 1926

No. 7

The New Year

AT the beginning of another school year, "The Manitoba Teacher" wishes for all its readers the realization of their highest hopes. May the year 1926-7 be the best year yet—the happiest and most successful! May we all experience the joy of work done to our own approbation; and may we have joy in our labours. "Joy in one's work is the consummate tool without which the work will always be done slowly, clumsily, and without its finest perfectness."

"In all true work . . . there is something of divineness"; and surely of no work is this truer than of teaching. When zeal and enthusiasm grow cool, when difficulties and fears and petty details become magnified into mountains of trouble, when our best endeavours seem useless, let us not lose faith; but let us lift up the hands that hang down, remembering the divineness of our task.

Another teaching year! Another year of glorious opportunity! What are we going to do with it?

A Larger Faith

At the beginning of this new school year, we once more urge the claims of the Federation upon the teachers of Manitoba. We need not only every member, but also a large number of additional members, if our organization is to function effectively. A larger membership is required to secure complete freedom from financial difficulties. The demands made upon the Federation since the appointment of a permanent general secretary have been greatly multiplied, and we wish to be in a position to respond freely to all the calls upon our services. Furthermore, the greater the membership the more representative and the more powerful is the voice with which we speak.

Our watchword is co-operation—co-operation with all the various interests concerned in education. The Federation does not exist to snatch tactical advantages for teachers. We seek the highest welfare of education; we seek to secure the best conditions of service for our teachers, in order that they may give of their best; we seek to awaken as keen a public interest in educational matters as is manifested in foreign and domestic politics, or in the latest financial and sporting news. Excellent work has already been done, and when one takes into consideration the tardiness of the teachers in supporting the organization founded by teachers for teachers, the wonder is not that progress has been slow but that so much of real value has been accomplished, and that the respect and co-operation of other bodies have been secured in so large a measure.

This is an appeal for a larger faith in the Federation. What does that mean, after all, but faith in ourselves?—faith in our own judgment

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11. We think a problem which would afford a better test than this one might have been given, because one solution here is easy but tricky, whereas any other solution is relatively difficult.

The opinion of the committee is that the paper is very satisfactory.

DRAWING—GRADE IX.

Suggestions offered by the Committee of Sub-examiners:

(1) More attention should be given to direct drawing from objects placed before the students.

(2) Color study should be stressed both from the standpoint of analysis of color effects and of representation.

(3) More freedom of self-expressions should be permitted and encouraged as opposed to memory work in design. To this end the forms to be conventionalized would need to be limited and placed before the candidates in the form either of pictures on the examination paper or the objects themselves as provided in Grade 8.

(4) The working drawing was disappointing, as a majority of the students did not understand what was required. Perspective drawings of such simple objects as could be planned in less than twenty minutes might help here, as many attempted too elaborate beds and tool boxes.

(5) If finished work in color is required the time for the examination should be lengthened or the number of questions reduced.

NOT ELIGIBLE

Each year at the time of the regular midsummer examinations we find a few students coming up to Departmental examinations that they are not eligible for on the basis of their preceding record. We are compelled to advise these candidates that they are not eligible for the examination and to withhold the results. Quite frequently they state that they did not know they were not entitled to write and that they were acting on the advice of their teachers.

The regulations of the Department require all principals of schools doing the secondary school work to have their students present to them at the beginning of the academic year the official statement of their marks. The principal will note any conditions on their statements and compare them with the principal's official list of marks which he received from the Department. If there are any discrepancies they should be reported to the Department immediately. The statement of the student concerned should also be forwarded. An inspection of the student's marks should enable the principal to determine exactly the standing which the student holds. There should be no excuse for a student proceeding to the work of any grade when he is not entitled to do so. In every case, when the principal has finished with a statement, it should be returned to the student, as the Department charges two dollars for issuing a duplicate statement.

In dealing with students from other provinces, the principal should require the student to present all his credentials and these together with a full statement of the circumstances of the case should be forwarded to the Department immediately. The student should not be permitted to enrol definitely in the work of any grade until advice has been received from the Department regarding his standing. He may attend the classes, but just exactly what standing he is entitled to will be determined by us and a letter of advice forwarded to the student. A copy of this letter will be sent to the principal.

Last year at the examinations we found that a number of students had taken Grade VIII. work in other provinces, and their Grade VIII. Certificates had not been presented to us for registration. Every student who proceeds to Grade IX. must have the authority of the Department to do so.

DECEMBER EXAMINATIONS

The December examinations to be conducted by this Department will be based on the work prescribed in the Programme of Studies for the year 1925-26. The time table for these December examinations will be published in the November issue of "The Manitoba Teacher."

REGULATIONS UNDER WHICH CANDIDATES MAY PROCEED TO GRADE TWELVE

Candidates eligible to proceed to Grade Twelve fall into three groups:

(1) Candidates who have secured clear Grade Eleven Entrance-to-Normal standing are eligible to proceed to Grade Twelve for Entrance-to-Normal standing. The particular group of candidates who secured Grade Eleven Entrance-to-Normal standing by way of Practical Arts Course are permitted to offer the women's option in Grade Twelve in lieu of Mathematics and at the same time to offer their Foreign Language, viz., French. This regulation is not applicable to any other group except those who secured Grade Eleven standing by way of the Practical Arts Course.

(2) Candidates who have secured Grade Eleven Entrance-to-Normal standing with not more than one supplemental, exclusive of Spelling, are eligible to proceed to Grade Twelve. If they wish to secure a Grade Eleven Entrance-to-Normal Certificate they must remove their Grade Eleven supplemental, preferably in the September or December supplemental examinations, although they are permitted to carry their supplemental the whole year and write it concurrently with the Grade Twelve examinations.

(3) Students who have failed in not more than two papers are permitted to proceed conditionally to Grade Twelve. Particulars regarding this are given on the top of page thirty-three in the current "Programme of Studies."

The League of Nations

Article I.—The Teacher and "The New Day"

By CHESTER MARTIN, Professor of History, University of Manitoba.

*An important announcement was made by Dr. Christie, President of the Winnipeg branch of the League of Nations Society, in the June issue of "The Manitoba Teacher." Through the ready courtesy and interest of the Advisory Board and the Department of Education, a page of each issue is to be placed at the disposal of the League of Nations Society. This is the first formal article of the series, and is addressed, very naturally, to the teachers.

A HUNDRED appeals on behalf of the League of Nations have been made to Canadian teachers in common with the general public, but there is one, it seems to me, which ought to startle us like a pointed finger into a sense of our responsibilities. The only hope of what one exponent of the League calls "the new day" in this world lies in education.

The League of Nations was created by appeals to the adult mind. The most poignant of these the next generation, we hope, will never know—the actual horrors of war, the stark necessity of pouring out blood and treasure day after day for four years in the grim hope that when the war was over we might be privileged to begin the long climb all over again from the bottom of the hill. The Hon. Mr. Fisher, Minister of Education, in Great Britain, once computed that a single day's expenditure on the western front would have endowed higher education in Great Britain beyond the dreams of avarice. But the real problem of "the new day" is scarcely to be solved by memories of the Great War. It is more complex than this and infinitely more difficult. It is to bring nations in the world under the same rule of law—in the same spirit of law—which every civilized community takes for granted within the city or the national state. The slightest reflections must show what an appalling problem that is.

A thousand years ago the rule of law among individuals or families in England was almost exactly where it now is among nations. In one of the "dooms" or laws of Ethelred the inhabitants themselves are directed to go against the law-breaker; "if they will not, let the ealdorman go; if he will not, let the king go; if he will not, let the ealdorm lie in unfrith (unpeace)." The enforcement of legal penalties was tentative and almost optional. As late as Henry I. the crown had no jurisdiction over murder. One of the Icelandic sagas describes a law-suit in which the litigants solemnly adjourn and fight it out. In 1840 even Joseph Howe in Nova Scotia felt it necessary to fight a duel with pistols. Let us answer this question: What would our civilization be worth if we relied only upon the same motives and methods in private life which nations regularly employed to settle their differences until the League of Nations came into being in 1920? That is the measure of the problem of education which challenges the world—and particularly the teacher—before the League of Nations can function as it ought.

The League has struggled on not unsuccessfully

hitherto: the aim of many of these articles will be to illustrate that success. But the League has passed through grave crises also. It is confronted with some truly appalling problems. It is not perfect in its organization. It is not what Rudyard Kipling once called "fool-proof," and its best interests are not to be served by a complacent faith that all is well.

But its greatest need is not a matter of form or procedure. Nothing can take the place of the spirit of law in a community, and nothing can take the place of a true spirit of law in international relations. We are proud of victorious wars. We celebrate our triumphs and extol our martial heroes. It is right to do this in the spirit in which a frontier community might extol the sturdy strong arm that defends its own in a just cause. But can we measure the grim life of a thousand years ago with our law-abiding community today and refuse the same standards to our country and our Commonwealth among nations? I confess that the thought sends me to the records of history with a very sober mind, and with grave misgivings for the dawn of "the new day."

Free League Literature For Teachers

At a recent Executive Meeting of the League of Nations Society in Canada it was decided to distribute gratis to a limited number of teachers who first apply, a collection of seven books and pamphlets on the League of Nations, as enquiries are constantly being made by teachers and others for literature suitable for instruction in schools on the Origin and Aims of the League of Nations.

Those desiring a set should write immediately to the General Secretary, 279 Wellington Street, Ottawa.

Education is not a mere veneer, a garment which is added on to man's life, but that which comes out from man, a quality which emerges from man—it is the art of life, the interpretation of life, it is the sense of the wholeness, the fullness of the human personality.—Spencer Miller, Jr.

The faith of the world centres about the interests of the child; the hope of the world is bound up with the future of the child, and the love of the world is lavished in the care of the child, to the end that the race may ever continue in its upward climb toward a higher civilization.

Canada's National Song

HON. R. STANLEY WEIR, D.C.L., F.R.S.C., Admiralty Judge of the Exchequer Court of Canada.

ALTHOUGH the humble author of the first and, in the opinion of our Canadian Clubs, the best of the various versions that abound, I am glad to know that Canada is now the theme of songs other than the one I wrote in October, 1908, imitations and attempts at translation for the most part though they may be, for we can hardly sing too often or too much about our country; even if we differ in opinion as to the particular song or "version" most worthy of general use and adoption.

As long ago as 1888 Hon. Judge Routhier, of Quebec, conceived the notion of writing words to a martial air submitted to him by Mons. Calixa Lavallee, a musician of some repute as a composer and of virtuosity as a pianist. Well do I recall Lavalee's performance of Mendelssohn's "Rondo and Andante Capriccioso" in Montreal and my youthful admiration of his pianistic ability. The song as written by Judge Routhier with the very noble melody submitted by Lavallee was first sung at a St. Jean Baptiste festival in Quebec City, and steadily supplanted the "O Canada, mon pays mes amours" of Sir George Etienne Cartier which, up to that time, had held first place among French Canadian patriotic songs. At every bar dinner and public festival the new song was sung with great gusto. The words began—

"O Canada, terre de nos aïeux," continuing in measures which left no doubt as to the religious faith and the patriotic, if somewhat provincial, fervour of the learned author. The music being martial in character, as I have said, soon became a favourite with military bands and no "tattoo" or "march past" was thought of unless to the strains of the "British Grenadiers" and "O Canada."

In 1908 it occurred to me that there was an opportunity, by the medium of music, to supply English-speaking Canada with English words which could be sung to the same melody that our French Canadian fellow countrymen were making use of. With one national song as to music, what mattered it if the words differed as regards language! So I thought; and the result was the English song which begins—

"O Canada, our home and native land,
True patriot-love in all thy sons command,"

This English song of mine was not a translation in any respect, although the exigencies of rhythm led to the adoption of the French Canadian pronunciation of the word "Canada"; it was an independent composition of which the central idea was:

"We stand on guard for thee."

The result it must be said, has been surprisingly gratifying. In every province wherever English speak-

ing communities dwell in any numbers—from east to western sea, the song is enthusiastically sung; its popularity seems steadily to increase; the bilingual difference, far from begetting confusion, lends a certain piquancy to those occasions, not uncommon in Montreal and Quebec, when mixed assemblies give vent to their Canadianism in two languages, but with the same unifying music.

As to the music, which is so universally admired, truth and candour compel the statement that it is, as a matter of fact, from the pen of the immortal Mozart. Calixa Lavallee deserves credit, no doubt, for having lifted its themes from the Priests' March of the "Magic Flute" where it lay in semi-oblivion, but musical justice would seem to ask that the great genius who lies in an unknown grave and to whom no worthy monument or pedestal has yet been erected in any land should receive from Canadians at least, a full, if somewhat belated, acknowledgment. No charge of plagiarism need, however, be lightly made against Calixa Lavallee who was in every sense an honourable man; the probabilities are that on being asked to supply music to Judge Routhier's words he furnished, from a retentive memory, the melody now so widely known. That this is the fact may well be believed from a glance at the very simple and even commonplace harmonies that accompanied the song when first printed, evidently the work of an amateur; most certainly not that of Mozart. In the English edition of the words and music published by myself I felt the necessity, from my elementary study of harmony, of resetting the melody and obtained the assistance, for this purpose, of the best professional knowledge available.

This in brief, is the story of "O Canada." But it will be recognized, I should add, that I have adopted the fine Tennysonian phrase, "that true North," which the Victorian laureate makes use of in his epilogue to the Idyls entitled "To the Queen," the poet's shaft being levelled at the little Englishers of his day:

"And that true North, whereof we lately heard
A strain to shame us, 'keep you to yourselves;
So loyal is too costly!'"

It is surely a fine epithet, "The True North," one that Canadians should be proud of, singing it with full appreciation of its origin.

A word or two should perhaps be said about the attempts at translation and one hardly creditable plagiarism. Dr. Richardson's version contains lines, I feel compelled to say, which are neither translation nor good sense; for instance:

"Beneath the shade of the Holy Cross
No stains our glorious annals gloss."

And in the refrain we have the couplet of which the

second line can only be characterized as meaningless if not rather absurd:

"Almighty God, on Thee we call,
Defend our rights, forefend this nation's thrall"(!)

Mr. Edward Teschermacher, too, in a "version" which was actually sung in Westminster Abbey on the 50th Anniversary of our Confederation, not only paid me the compliment of abstracting "holus bolus" the first two lines of my song in their entirety, but made free use of the imagery of the "shining skies," the great prairies, and the "stand on guard" of the chorus. The well-meant intentions of the Dean of Westminster had, of course, been completely imposed upon by this minor literary pirate and he courteously conveyed his regrets to me in terms which closed the incident as between the Dean and myself.

"O Canada, we stand on guard for thee," was written six years before the Great War, of which there were not at that time even rumours. Canada's most imminent foes, then, were the insidious foes, not yet wholly destroyed, of her own household. But as our brave defenders mustered at Valcartier, as they crossed the Atlantic on the gray transports that brought them

to the training camps of the Motherland, and as they entrenched themselves in Flanders Fields the song, beyond all others, that thrilled their hearts as Canadian soldiers was the song with the undying refrain:

"O Canada, we stand on guard for thee!"

The song thus became endeared to thousands to whom it was formerly but one of many; it received indeed a solemn consecration during those four unspeakable years which cannot but make it secure in the affection of all Canadians.

I hope there is not the slightest vanity in what I have now written. The circumstances, that, although born in Hamilton, Ontario, I have lived the whole of my conscious life in Montreal, which is, perhaps, the greatest of bilingual cities, that I have felt with others the need of unifying influences as between the two races,—these together with some slight predilection for rhythmical verse of clear meaning and expression and for the harmonization of melody, a sincere love for my native land also, and a boundless admiration for her majesty and beauty, have made me the humble yet proud Canadian who has had the good fortune to write a national song that has won such favour with his fellow countrymen.—The Teachers' Magazine.



O Canada

O Canada! Our Home and Native Land!
True patriot-love in all thy sons command.
With glowing hearts we see thee rise,
The True North, strong and free,
And stand on guard, O Canada,
We stand on guard for thee.
O Canada, glorious and free!
We stand on guard, we stand on guard for thee!
O Canada, we stand on guard for thee!

O Canada! Where pines and maples grow,
Great prairies spread and lordly rivers flow,
How dear to us thy broad domain,
From East to Western Sea,
Thou land of hope for all who toil!
Thou True North, strong and free!
O Canada, glorious and free!
We stand on guard, we stand on guard for thee!
O Canada, we stand on guard for thee!

O Canada! Beneath thy shining skies
May stalwart sons and gentle maidens rise,
To keep thee steadfast through the years
From East to Western Sea,
Our own beloved, native land!
Our True North, strong and free!
O Canada, glorious and free!
We stand on guard, we stand on guard for thee!
O Canada, we stand on guard for thee!

Ruler Supreme, Who hearest humble prayer,
Hold our dominion in Thy loving care.
Help us to find, O God, in Thee,
A lasting, rich reward,
As waiting for the Better Day
We ever stand on guard.
O Canada, glorious and free!
We stand on guard, we stand on guard for thee!
O Canada, we stand on guard for thee!

—R. Stanley Weir.

World Hero Competition

AT the World Conference last year, an interesting announcement was made regarding a world hero prize competition. Mr. Clement M. Biddle, of New York, a member of the Executive Board of the National Council for Prevention of War, offered the sum of \$1,200 in prizes, open to the competition of the pupils in the secondary and higher elementary schools of the world. The prizes were to be awarded for the best short essays on the twelve figures in human history, men or women, deemed most worthy of remembrance as the world's greatest heroes, giving due consideration to (1) nobility of character, (2) fearless and self-sacrificing devotion to a great cause, (3) constructive work for humanity of a permanent character. Founders of religion revered by their followers as divine, and living persons were excluded. To determine the twelve greatest heroes, each school through its principal might submit one list only of twelve names. The twelve names submitted by the greatest number of schools would constitute the final list. With the list might be sent one essay on each of these heroes written by a pupil of the school. The twelve equal prizes of \$100 each would be awarded for the best essay on each of the twelve heroes chosen as above.

To many teachers essay competitions are highly undesirable, as it is extremely difficult to ensure that the productions are the unaided work of the students; but it is estimated that at least half a million students, representing thirty-four countries, took part in the competition. About one-third of the total were from the United States, but schools in England, France, Belgium, Germany, Austria, Hungary, Poland, Finland, Latvia, Estonia, Spain, Italy, Rumania, Switzerland, Greece, Canada, Mexico, Jamaica, Egypt, Morocco, Turkey, Syria, India, Persia, China, South Africa, New Zealand, Tasmania, Hawaii, the Philippines and the Virgin Islands took part in the contest.

The list of the twelve greatest heroes, in the order chosen by the boys and girls of the world who took part in the competition is:

1. Louis Pasteur.
2. Abraham Lincoln.
3. Christopher Columbus.
4. George Washington.
5. Benjamin Franklin.
6. Woodrow Wilson.
7. Florence Nightingale.
8. Joan of Arc.
9. Socrates.
10. Johann Gutenberg.
11. David Livingstone.
12. George Stephenson.

The next step in the competition is to decide which student has written the best 200-word essay on each one

of these famous characters. Considering the enormous number of essays, and the variety of languages this would appear to be a vast undertaking. In the meantime arrangements are being completed for publishing a calendar of the chosen twelve and also for preparing an International Reader which will contain fifty to one hundred of the best essays.

The outstanding and most gratifying feature of the ballot is the position of Pasteur at the head of the list. The overloading of the final selection with five American heroes is doubtless due to the fact that the schools of the United States have always taught a fairly narrow brand of patriotism. Perhaps the study of the International Reader will, in the course of time, bring about a very desirable change in this respect. The absence of kings and warriors may probably be accounted for on the assumption that teachers interested in this competition are equally interested in the great movement for world peace.

Teachers in Manitoba might find their classes interested in conducting a vote of a similar character. The definition of a hero, as given above, could be discussed and pupils could hand in their list of twelve heroes after a day or two. We shall be glad to publish results of such ballots in "The Manitoba Teacher."

"The Boy in Armor"

By Hermann Hagedorn

You cried across the worlds, and called us sons!
We came as sons, but what you made of us
Were bleeding shapes upon an altar, slain
To appease your god INERTIA where he sits
Muttering dead words and chewing at old bones.
BECAUSE YOU WOULD NOT THINK, WE HAD TO DIE.
Weep not for us, but for your own trapped selves.
We died. And there you stand, no step advanced!

Bow down, and hear! You have more sons than these;
And they have fancies and imaginings
And dauntless spirits and hearts made for love.
And clean hands and clear eyes and high desires.
They will go forth and die, if you command,
As we have died, since they love liberty
Even as we loved her and would give her cause
The only gift they are aware is theirs.

WAKE DREAMING WORLD! THINK, oh gray world
bewitched!

Out through untraveled spaces where no mind
Has dared to venture, let your sails be spread!
O world, there is another way to serve
Justice and liberty, than thus to fling
The glory and the wonder of young lives
Beneath the hoofs of horses! Send your soul
Into the earth and through the clouds to find it!

Dead eyes keep watch! You shall not sleep nor rest.
We died. And now you others who must live
Shall do a harder thing than dying is—
For you shall THINK! And ghosts will drive you on!

—League of Nations Bulletin.

The Child's Vocabulary

THE report of the Board of Education on the teaching of English in London Elementary schools states that the children's vocabulary is much less influenced by their reading than it should be, and that greater attention is required to the widening of their vocabularies. Most individuals possess two vocabularies—the one, the words they use in every-day speech; the other, the words they read and understand when they read. In so far as he uses correctly all the words he acquires by reading, it is possible to detect the well-read man. Laziness, however, and the absence of a good dictionary frequently restrict the absorption into our vocabulary of many words met with in books, and either misunderstood or forgotten. Lord Riddell, in one of his essays, mentions that in "The Mountebank" W. J. Locke uses the words "atavism" and "parthenogenesis." He asked several people who had read the book what these words meant. None of them could give any coherent explanation. Two of them had not even noticed them. The lack of a wide vocabulary, too, often leads to weird circumlocutions. We once heard a tripper, on a seaside pier, express the wish to sit down in one of the bays with which it was provided by saying, "Let's go and sit in one of them goes-out-a-little-bits."

In trying to enlarge a pupil's vocabulary we should remember that, in his reading, the pupil has to acquire not one, but several vocabularies. This is a difficulty to the pupil often unappreciated by the teacher. The adult student encounters the same difficulty when he begins to read a subject like theology or psychology. At first he roams in a country of unaccustomed words, to the use of which he must become familiar. Similarly, a man who has a tolerable acquaintance with other languages frequently finds himself gravelled when he first reads up a technical subject by a foreign author. Undoubtedly a child finds similar difficulties when in his reading he transfers from one text book to another in a different subject.

Here is an armchair experiment which can be carried out by anybody willing to give the time to it. Its purpose was to ascertain differences of vocabulary in a historical and in a geographical book. The books used were Macaulay's "History of England" and Darwin's "Voyage of the 'Beagle.'" In each case a passage of 2,000 words was chosen, which a normal child of 12 or 13 years of age should be able to read with interest and understanding. The passage in Darwin's book was one of geographical import; it contained very few "technical" words, and was not concerned with "natural history." To ascertain the real vocabulary used in these passages there were excluded from the list of words all proper nouns, all prepositions, conjunctions, personal pronouns, demonstrative adjectives

(a, an, the, this, that, these and those), and the verbs to be and to have; and inflexions of the same noun or verb were counted only once. With these exceptions it was discovered that in 2,000 words Darwin employed a vocabulary of 600 and Macaulay a vocabulary of 641 words. The significance of the investigation, however, lay in the fact that of these 600 words there were only 90 common to both writers. In other words, the reader of both passages met about 1,240 different terms, of which only one-fourteenth occurred in each. There is a further difficulty to children besides the differences of vocabulary employed in their different studies. It lies in the variety of application of the same word. A geographer may speak of the relief of a country; a historian of the relief of a besieged city. In his multifarious studies the child not only meets new words particularly applicable to his subjects, but old words used in a new way. The attainment of a wide and accurate vocabulary may have difficulties for the child which are not yet clearly apprehended.

—The Schoolmaster.

Practical Value of Impractical Studies

By Stephen Leacock: Few people realize the extraordinary value—the practical value, I will say—of studies absolutely impractical in character. What a person needs most in life—in business, in art, in politics, in anything—is the capacity for sustained effort and concentrated attention. In the intellectual field there is no other asset like this. And you can get it best by devoting your studies to something making a demand on the utmost mental power that you have. That is why in any well-ordered university we lay the basis of all our work on such things as the study of Latin language, the elements of mathematics, physics and chemistry. These are real things. Through them is the gateway to mental advancement. To ask if you need them in your business is childish. Of course you don't. You need them in your head. It is you that is being fashioned and shaped, not the business.—Free Press.

NOW IS THE TIME

To come in and see if you require glasses, or if you are now wearing glasses, to have them changed if not correct. Do this while you are fresh from vacation, as the results are much more satisfactory before the eyes have been much in use. It is a good plan, if you can, to make an appointment in advance by phone or otherwise. 88 872.

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Picture Study

Mrs. R. R. J. BROWN, Supervisor of Art, Winnipeg

Helpful reference material for picture study:

"Stories Pictures Tell," by Flora L. Carpenter. Rand, McNally & Co., Chicago.

"The School Arts Magazine," published by The Davis Press, Worcester, Mass.

"A Handbook to the Manitoba Readers," published by The McMillan Co., of Canada, Ltd., Toronto.

"Instructor Picture Studies," published by F. A. Owen Pub. Co., San Francisco, Cal.

"Picture Study Course in Color," published by Brown-Robertson & Co., 415 Madison Ave., N.Y.

"Medici Prints of the Old Masters in Color," published by the Medici Society, 765 Boylston St., Boston, Mass.

Art Extension Society, 415 Madison Ave., N.Y.

"The World's Painters and Their Pictures," by D. C. Hoyt, Ginn Co., Boston, Mass.

"Art for Life's Sake," "How to Study Pictures," and "Child's Guide to Pictures," by C. H. Caffin.

"How to Enjoy Pictures," by M. S. Emery.

The Perry Pictures are good, but they are not in color, and it is color that appeals to the child.

You must have the picture in full color to get all of its charm, and it must be of a size that can be seen well by the whole class. You must have a story of the picture told in a way that will interest children. You must have material for questions to help the pupils to understand the picture. And with an understanding of the picture comes an interest in the artist, too. Very few facts about the artist need be given young children. Later, children may reproduce these stories, and topics may be written upon the blackboard as suggestive subjects for short compositions in English. In this work it will be very helpful to the pupils to have small reproductions of the pictures for their individual use. "The Instructor Picture Studies" fulfil these requirements.

We should study great pictures as we study great books, not for the purpose of passing criticisms upon them, but for the purpose of appropriating and enjoying our share of whatever they may have to give us. We must bring to pictures, as to literature, our best effort at interpretation, if they are to yield up to us their deepest meaning. Though we travel the world over to find the beautiful, we must carry it with us, or we find it not. We get only as much from a picture as we have ability to see and appreciate beauty. Beauty is not in the landscape, but in the intelligence which apprehends it. "The greater the knowledge, the greater the love," said Leonardo da Vinci.

Pictures lose some of their value through the process of reproduction, and the pleasure-giving power may be but a fraction of the original; but that measure of power which remains is well worth while. The study

of pictures is a source of rest, delight and inspiration, and we learn to recall their message in imagination, as they come up before

"that inward eye

Which is the bliss of solitude."

They have charms to help us to forget weariness and worries.

John C. Van Dyke says: "You must look at pictures studiously, earnestly, honestly. It will take years before you come to a full appreciation of art, but when at last you have it, you will be possessed of one of the purest, loftiest and most ennobling pleasures that the civilized world can offer you."

One great purpose of picture study is that of opening our eyes to beauty all around, which an artist's trained eye perceives, while it is missed by others.

"We're made so that we love

First, when we see them painted, things we have passed

Perhaps a hundred times, nor eared to see;

And so they are better painted—better for us,

Which is the same thing. Art was given for that:

God uses us to help each other so,

Lending our minds out."

Education and Business

What makes for efficiency in business, makes for inefficiency in education. Take the demand for results. In business you know what you want and you know when you have got it. Not so with education; there, we cannot ask for immediate results, or results that can be measured in any definite way. We can test whether the student has learned his lesson, not whether his mind has grown. Intelligence is too elusive to be pinned down in such an obvious manner. Only a lifetime can measure the success of an education, and sometimes even that is not enough, for ideas may not bear fruit until a generation or two have elapsed.—Raphael Demos, in the New Haven Yale Review.

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"Nature Study in The North"

MOTHER NATURE is a very shy old lady, slow and cautious in opening the door of her storehouse of secrets to the casual inquirer. Indeed it is only to those who seek admission in a kindly and intelligent manner, that she bestows the "open sesame" to her closely guarded treasures. But where might this mysterious door be most easily found? you may ask. Remembering the shy and retiring nature of the doorkeeper, one must necessarily lie away to some sequestered spot, "far from the madding crowd," away from the busy haunts of that ubiquitous and death-dealing creature—man.

Could any place suit our purpose so well as the wild fastnesses of nature so abundantly plentiful in our northlands, where all indigenous forms of plant and animal life exist free and untrammelled? Thither let us go, because the place where an animal or plant is found is just as important a characteristic as its shape or function.

During the course of an extended visit to the Manitoba hinterland, the writer had an excellent opportunity of getting on "speaking terms," as it were, with a number of the wild denizens of this naturalists' delightful paradise. Arriving in the early spring, when most of nature's children are cosily and unconsciously sleeping away the dreary cold winter days, we found a few of the less lazily inclined, pursuing life's busy round, clad warmly in their winter garb. So to this section of the family let us direct our attention for a time.

The most predominant feature to attract our attention was the free and fearless attitude of these creatures. Indeed—

"Their tameness was shocking to me."

It seems well nigh incredible, when we remember how timid and unsocial were other members of the same family, which we encountered in place where man had made his home. In their natural habitat these wild creatures are sociability itself. Here they endeavour to treat man as a friendly companion, a playmate, a necessary cog like themselves in the great wheel of life, and on this basis do they extend their hospitality accordingly. Their custom, when suddenly encountered, is to stop, listen, and sniff; then if they are assured of a mutual friendliness, they will endeavour to cultivate a closer acquaintance with their new friend.

In such a way have we made friends with many of these little animals. We remember on one occasion while we were lying abed reading, at about midnight our attention was attracted by a little white furry form walking across the room floor towards our bed, climb-

ing on to it, and stealthily advancing along the coverlet until it reached our face, meanwhile sniffing and glancing around it. Finding no welcome, and that we were not dangerous, it retired and went on its way in search of fresh fields of adventure. Upon our investigating the matter later, we found it was just a friendly night visit paid us by our friend, Mr. Stoat, in the course of one of his nocturnal rambles. We had the pleasure of meeting him on a subsequent occasion (as we had marked him in such a way that we could easily recognize him). So friendly indeed did he become, that we were introduced later in the season to Mrs. Stoat and the family. On another occasion, while walking along the edge of a slough we came upon a family of muskrats. Old Jerry Muskrat was giving a friendly lesson in the art of diving to his children. We naturally began to form an interested audience, as our presence did not seem to disturb them in the least. Jerry continued the lesson. Each member dived in turn from an old log which projected into the water, after which feat, the little athlete would clamber up on the log again to repeat the performance. This continued for, about twenty minutes, at which time Jerry closed the school. While the performance was in progress, we scattered some grains on the surface of the water along the edge. Jerry soon discovered this slice of good luck and took a sample home for examination. Evidently the result was satisfactory as he returned for some more; but on a third trip he was accompanied by three sturdy youngsters, who made a couple of trips. The next time we were rewarded by a visit from the whole family; and as a further proof of their confidence in us, three of the little ones were left in our care, while Jerry and the remaining members of his household made another trip. Our guests proved to be friendly little fellows and seemed to enjoy our hospitality immensely. They allowed us to handle them, accepted gifts, and behaved generally in a truly confiding fashion. After some time the parents returned and relieved us of our charge. We often visited Jerry's ranch again, as we found we could easily call up some member of the family by "casting our bread upon the waters" and waiting.

—J. H. DUFFY, M.A.

"Dear Miss: You write me about whippin' Sammy. I hereby give you permission to beat him up any time it is necessary to learn his lesson. He is just like his father—you have to learn him with a club. Pound nolege into him. I want him to get it and don't pay no attention to what his father says—I'll handle him."—Reading Eagle.



SENIOR DEPARTMENT



On the Appreciation of Poetry

A. M. PRATT, Russell

TO many of us, as part of our daily round, falls the task of presenting to youthful minds such passages from our heritage of poetry as have been prescribed for their study. I suppose that amongst our labours there is no task that calls for finer perception of real values or for greater restraint: true perception because our enthusiasm, our apathy, or our pretension will, in spite of ourselves, profoundly affect the attitude of the pupil towards this branch of his work; restraint because it is so very easy to over-do our part. Nor is this restraint exercised without heart-searchings and mental qualms. We can hardly resist the impulse to intrude between the poet and our pupil. We cannot forget our responsibilities to the boy whose training we are directing. He looks to us for guidance. We do not dare to step back, to leave the stage. We who have held the limelight for so long are timorous to trust in the feelings and perceptions of this immature mind. We intrude and we obtrude. We thrust our own halting explanations between the poet and his audience. The great voice speaks, and we fear lest he be not comprehended. We, in our wisdom, say falteringly what he has said in power and in glory. We do not dare to abrogate our functions, to stand aside to make way for the master.

Yet is it not one of the chief endowments of the Poet that he is the supreme master of the art of expression? Most of us are but half-men: we feel, we see, we are profoundly affected by vague perceptions of beauty, of harmony, of heroic impulse, of joy and of compassion; but we lack the power of utterance—our speech is but a feeble echo of our impulse. The Poet is the great interpreter. In him is the gift of evoking by winged words the noblest emotions of our deepest and most secret thoughts. Can we not trust his power? Must we “teach” poetry? Must we continually suggest, define and elucidate the meaning, the inspiration and the charm that the poem should convey to its hearer? Must we constantly interpret the interpreter? Is there not the grave danger that in our excess of zeal we may effectively bar the great intercourse that we are endeavouring to promote?

But, you say, the mind of the pupil is immature. He is a pupil. We must guide. We must display before him our choicest wares and point out wherein lies their choiceness. We must give him the benefit of our learning, our culture, of our knowledge of the verdict of humanity. We may do so. We may load his mind with second-hand literary appreciations. We may make him expert in the jargon of the critic. He may discuss with fluency the merits of Shelley, of Tenny-

son, or of Milton without ever having once thrilled to the power of these masters. He may even regard himself as an arbiter of taste, competent to fix the criteria of literary merit. We, as teachers, may encourage him in this self-deception, and may laud the facility with which he can quote the opinions of others on the work of the poet—or we may, in all humility, realize that unless the poem make its own primary direct appeal, no effort of our own, however conscientious, however erudite, will serve to convey its message.

We wonder—do these boys and girls before us, these very matter-of-fact young Manitobans, appreciate these finer things of the spirit? Are they sensible to the appeal of these poems? The query is a natural and inevitable one—the attempt to answer it must lead us anew to the consideration of that appeal, wherein it lies and whence it draws its power.

What is poetry? John Ruskin, writing in early manhood, defines it as “the suggestion, by the imagination, of noble grounds for the noble emotions.” These emotions he gives as love, veneration, admiration, and joy with their opposites, hatred, scorn, horror and grief or compassion. To him, at the age of thirty-seven, the power of the Poet or “Maker” is the power of assembling by the help of the imagination such images as will excite these feelings. He is emphatic that poetry is not a method of expression—it is the employment of expression for the noblest purposes. In later life he modifies his definition to “the presentment, in **musical form**, to the imagination of noble grounds for the noble emotions.” He realizes the vast share that music must have in poetry and points out that the primal essence of a poet is in his being a singer and not merely in being a man of feeling, judgment or imagination.

Ralph Waldo Emerson, writing contemporaneously, will not accord the title of poet to the mere singer. To him the poet is the beholder of ideas—the utterer of the sublime and causal. The man of subtle mind whose head appears to be a music-box of delicate tunes and rhythms, with skill and command of language beyond praise, is to him merely a lyrist, not a poet, a contemporary not an eternal man. Later, discussing English traits, he qualifies most of our best poetry as “commonsense inspired, raised to white heat.” He looks for glowing and effective sentences of guidance and consolation. He praises Tennyson’s fine ear and command of the keys of language but refuses to admit him into the sacred category. “It is only a first success when the ear is gained.”

What would you—the singer of the seer? It is

possible—to quote again from Ruskin—that “the higher gifts of poetical or pictorial conception are never given without the parallel bodily faculty,” that “the higher poets subordinate their song to their saying, the lower, their saying to their song”; but I imagine that the primary appeal of a poem lies to some of us in its musical quality, to others in its inspirational power. Some are particularly susceptible to rhythm and exquisite balance of accent, others will dismiss as negligible all but the “heavenly bread” which Emerson requires from his poet.

An interesting viewpoint from which this dual appeal of poetry may be regarded is afforded by the preferences of our adolescent pupils. To ascertain these, I recently asked an eleventh grade to draw up a list showing, in order, the ten poems they liked the best. Their choice was limited to the forty selections prescribed in this year's Programme of Studies. The girls' list ran:

1. The Cloud—Shelley.
2. A Musical Instrument—Elizabeth Barrett Browning.
3. Ulysses—Tennyson.
4. Break, Break, Break—Tennyson.
5. The Solitary Reaper—Wordsworth.
6. The Lotus Eaters—Tennyson.
7. Ode to the West Wind—Shelley.
8. To a Skylark—Wordsworth.
9. On His Blindness—Milton.
10. London, 1802—Wordsworth.

The boys' list shows both similarity and divergence of appeal:

1. Ulysses—Tennyson.
2. The Cloud—Shelley.
3. “It is Not to be Thought Of”—Wordsworth.
4. The Lotus Eaters—Tennyson.
5. London, 1802—Wordsworth.
6. On His Blindness—Milton.
7. A Musical Instrument—Elizabeth Barrett Browning.
8. Break, Break, Break—Tennyson.
9. How They Brought the Good News—Browning.
10. In Memoriam, CXXIII.—Tennyson.

The attempt to interpret these preferences may afford excellent practice in the analysis of poetic appeal. I will not venture here.

Greater divergence was manifest when these pupils were asked to quote their favourite lines. The girls gave:

“But O for the touch of a vanish'd hand,
And the sound of a voice that is still!”

“Type of the wise, who soar, but never roam—
True to the kindred points of Heaven and Home!”

“Lured by the love of the genii that move
In the depths of the purple sea.”

“Make me thy lyre, even as the forest is.”

“The limpid water turbidly ran.”

“Sweet, sweet, sweet, O Pan!
Piercing sweet by the river!
Blinding sweet, O great god Pan!”

“There is no joy but calm,”

“But the tender grace of a day that is dead
Will never come back to me.”

“The music in my heart I bore
Long after it was heard no more.”

The boys' selections were:

“In everything we are sprung
Of earth's first blood, have titles manifold.”

“I can but trust that good shall fall
At last—far off—at last, to all,
And every winter change to spring.”

“I am a part of all that I have met.”

“To follow knowledge like a sinking star
Beyond the utmost bound of human thought.”

“Unpractis'd he to fawn, or seek for power,
By doctrines fashion'd to the varying hour.”

“We must be free or die, who speak the tongue
That Shakespeare spake.”

“There lies the port; the vessel puffs her sail:
There gloom the dark broad seas.”

“And drunk delight of battle with my peers
Far on the ringing plains of windy Troy.”

“Desiring this man's art, and that man's scope,
With what I most enjoy contented least.”

“And the stately ships go on
To their haven under the hill.”

To draw conclusions from such compilations may be fraught with danger. I would suggest, however, that the selections indicate that these high school boys and girls are insensitive neither to the appeal of poetry to the ear nor to the stirring of the emotions; that the poet is the true master of his own art, and that our part is to manifest—not to expound.

Submit Your Classroom Problems

For some time it has been felt that young teachers in our one-room schools and also intermediate school teachers, who are responsible for nearly every subject on the curriculum, would welcome assistance in connection with the various professional problems and difficulties which frequently confront them. We are glad to announce that arrangements have been made so that any inquiries addressed to the Editor of “The Manitoba Teacher” will be forwarded to experts who will reply directly to the teacher concerned. In cases where the inquiry deals with a matter of general interest, question and answer will be published in the magazine.

If you have some problem connected with school discipline, or if you strike a knotty question in geometry or grammar, etc., remember that others have had the same experience and are anxious to lend you a helping hand. Address all inquiries to the Editor, 403 McIntyre Block, Winnipeg, and mark the envelope “Inquiry.”



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JUNIOR DEPARTMENT



The Blood and Circulatory System

Miss E. G. MUMA, R.N.

(The following article is the first of three dealing with the Physiology laid down for Grades VII. and VIII.)

THE blood is a nutritive fluid composed of a transparent, colorless liquid, called plasma, in which float red and white corpuscles. The red corpuscles are much more numerous than the white. Their function is to absorb oxygen and carry it to the tissues. Hemoglobin is the coloring matter of the corpuscles, and the color depends on the combination of the hemoglobin with oxygen. When oxygen is present in sufficient quantities, the blood assumes a bright red hue and is known as arterial blood. When the oxygen is lessened in the circuit of the blood through the tissues, the color changes to a dark purple and is known as venous blood. The white corpuscles (also called leukocytes) number about one to every five hundred of the red corpuscles. They are capable of changing both form and place, and readily pass through the walls of blood vessels. The white corpuscles, besides contributing to the formation of new tissue, are believed to act as protectors to the body in destroying harmful substances that are formed in, or gain admission to the system. When outside of the blood vessels they may undergo changes, and are said to assist in the formation of the new tissues where inflammation is present.

The plasma consists chiefly of water, which holds in solution proteid substances, certain mineral salts, and the elements from which fibrin is formed. The plasma carries nutritive material to the tissues. The red corpuscles carry oxygen.

Fibrin is essential to the coagulation or clotting of blood. The amount of fibrin differs widely in different individuals. In some persons it is so deficient that alarming hemorrhages result from very slight causes. The chief functions of the blood are:

- To convey the nutrition derived from foods to the tissues.
- To convey materials for secretions to the glands which prepare them.
- To carry oxygen to the tissues.
- To collect waste matter and carry it to the excretory organs for removal.
- To distribute heat through the system.
- To keep the tissues of the body moist.

In an adult of average size the amount of blood is estimated at 18 pounds.

The Circulatory System

The circulatory system consists of the heart and

a system of closed vessels—the arteries, veins and capillaries.

The heart is a hollow muscular organ, pyramidal in shape, situated in the thoracic cavity between the lungs. Its weight is from 9 to 12 ounces. Its base is directed upward, backward, and slightly to the right. Its apex is downward, pointing to the left.

Cavities—It is divided into four cavities, termed the right and left auricles, and the right and left ventricles.

The heart is lined by a serous membrane, called the endocardium, and surrounded by the pericardium.

The heart is a pump, which by its continuous action distributes nutritive matter to all portions of the body, and carries waste substance to the excretory organs.

The auricles are the upper chambers of the heart which receive the blood.

The ventricles, or lower chambers, expel the blood. The left side always contains pure blood, the right impure.

Valves—The tricuspid valve guards the opening between the right auricle and the right ventricle. The bicuspid valve guards the opening between the left auricle and left ventricle. This valve is also called the mitral valve.

The semilunar valves connect the ventricles on the right with the pulmonary artery; on the left with the aorta, the main trunk of the arteries. These valves permit the blood to flow only in one direction—away from the heart.

The auricles receive the blood, which is poured into them from the great veins. As they become filled, they contract, forcing the blood downward into the ventricles. The ventricles also contract, forcing it into the arteries. Regurgitation is prevented by the connecting valves.

The contractions are regular, each being followed by a slight period of rest, during which the chambers are being dilated with blood. The dilation is called the diastole and the contraction the systole.

Heart Sounds—The rhythmic action of the heart causes two distinct sounds, which follow each other closely and differ in character. The first sound is a comparatively long, dull sound, caused by the contraction of the ventricles and the closing of the tricuspid and mitral valves. The second sound is short

and sharp, occurs during the diastole, and is caused by the closing of the semilunar valves.

Certain changes which take place in the valves as the result of disease tend to produce abnormal sounds which are characterized as "murmurs." Failure of a valve to close perfectly, allowing a part of the blood to flow backward, is called regurgitation, a common form of heart disease.

The pulse is the sudden distention of an artery, due to the volume of blood forced into it at the time of the contraction of the ventricles. The vessels always contain a certain amount of blood, and in order to receive the incoming volume must expand. This expansion of the arteries occurs about seventy-two times in a minute in adult life.

Blood Vessels

The arteries, veins and capillaries comprise the system of blood vessels through which the blood circulates.

Arteries—The arteries have three coats, forming a strong elastic wall. Proceeding from the heart, the arteries divide into two branches, and then divide and subdivide into smaller vessels, till they finally give rise to the capillaries, the smallest blood vessels.

The walls of the capillaries are exceedingly thin, so that fluids readily pass through them. They are arranged like a network, and the changes which take place in the blood in its course through the body, take place chiefly in these vessels.

Veins are in structure similar to arteries, but the walls are thinner, most of the veins are provided with valves which allow the blood to flow freely toward the heart, but resist any tendency to the flow in the opposite direction.

Veins carry the blood back to the heart. They are situated close to the surface of the body. Arteries are deeper seated.

The forces keeping the blood in circulation are:

Action of the heart.

Elasticity of the arteries.

Capillary force.

Contraction of the voluntary muscles upon the veins.

Respiratory movements.

The time required for a complete circulation of the blood throughout the vascular system has been estimated to be from twenty to thirty seconds, while for the entire mass of blood to pass through the heart, fifty-eight pulsations would be required, occupying about forty-two seconds.

Important Blood Vessels—The aorta is the largest artery and leads from the left ventricle. It receives the pure blood from the lungs.

The right and left pulmonary arteries lead from the right ventricle. These convey blood from the right side of the heart to the lungs.

The pulmonary veins communicate with the left

auricle. These collect the blood after it has circulated in the lungs and convey it into the left cavity.

The inferior and superior vena cavae are two large veins communicating with the right auricle. They collect the impure blood from all parts of the body and convey it into the right cavity of the heart.

The coronary arteries are the arteries which supply the heart with blood for its own nourishment. They commence just outside the semilunar valves. The coronary veins collect the blood. These two sets constitute what is known as the coronary system, or the circulation within the heart itself.

The common carotid arteries are located one on each side of the neck close to the trachea, and carry the blood to the head and neck.

The temporal artery supplies branches to the head and scalp.

The subclavian arteries are the beginning of the long trunks which form the chief arteries of the upper extremities.

The radial artery passes down on the inner side of the forearm to the hand. It approaches the surface above the wrist, where the pulsation may be felt.

The femoral artery is another in which pulsation may be felt. It is a continuation of the external iliac and is found in the upper thigh on the inner side. Close to it lies the femoral vein.

Arteries in which pulsation may be felt are the carotid, temporal, radial and femoral.

Veins are spoken of as deep and superficial, the deep veins accompanying arteries, the superficial collecting blood from the skin and superficial structures.

The jugular veins, situated on each side of the neck, receive the blood as it returns from the head and face. These unite with the other veins to form the superior vena cavae, the large vein through which the blood from the upper portion of the body reaches the heart.

The inferior vena cavae carries the blood from the lower part of the body back to the heart.

Course of the Blood—When the blood has been collected by the vena cavae from all parts of the body, it pours itself into the right auricle, then passes into the right ventricle, then through the pulmonary arteries into the lungs, where it gives up carbonic acid gas and takes in oxygen.

After circulating through the capillaries of the lungs, it is taken up by the pulmonary veins, and carried to the left auricle and downward into the left ventricle. The contraction of this ventricle forces it into the aorta and its branches, where it circulates by means of the capillaries, into all the tissues except the outer layer of skin, hair and other bloodless parts of the body. The veins then take up and carry it back to the vena cavae, and through these it passes into the right auricle from whence it started.

For Friday Afternoons

THE other year I taught a miscellaneous school, and when Friday came I would hear the children say very joyously, "This is the day we have our Business Meeting. I wonder who is going to be Chairman and who will be Monitors for next week."

In this meeting we elected Monitors to do the work about the school for the next week, such as Fire Monitor to look after the fire; Floor Monitor to pick up papers or anything about the school; Desk Monitor to see that the desks were kept tidy; Cloakroom Monitor had charge of the cloakrooms; Plant Monitor watered the plants, kept turning them towards the light and watched for grubs, etc.; Dust Monitor dusted the desks every morning before school. If other Monitors were needed for any other special work, they were also elected in this meeting.

Under "New Business" the children sometimes had things to report. For example, in the Spring they watched for new flowers each day, kept a report of the date they saw them and reported it at our meeting (although they generally brought the flowers to school as soon as they found them). Then I recorded them in the Phenecological List of Observations. They also watched for other observations in nature, such as first frosts, snow, etc. If there were a holiday coming, a pupil was appointed to hoist the flag and take it down at sunset.

Our meeting was carried on very business like. I selected the chairman, selecting a different pupil each week. The chairman then took the chair and conducted the meeting. The meeting was called to order first, then electing of Monitors started. Chairman said, "Will someone please nominate Plant Monitor." A pupil stood and nominated someone, another pupil seconded the motion. Chairman said, "It has been moved . . . etc., all in favor signify by raising the right hand," and so on with the rest of the Monitors. Then the chairman asked for "New Business" and any more business was conducted in same way. When business was over the chairman said, "If there is no more business, a motion to adjourn is in order."

It was very astonishing how quickly the children learned to conduct the meeting. My pupils in Grade III. could conduct the meeting, as well as the older pupils, before the term was over. The Monitors seemed to take a special interest in trying to see how well they could do their work during the week. They also loved to have something to bring up under New Business.

Empire Day I had a programme, and one number on the programme was "Our Business Meeting." A number of the parents said to me, "I often heard Mary, etc., talking about their Business Meeting, but I had no idea they could conduct it so well."

—The Educational Review.

The Best English

Charles MacVeigh, American ambassador to Japan, in an address at Tokio before the intercollegiate English-speaking societies of Japan, occasioned some surprise among Americans residing in the Nipponese capital when he remarked that the best way to learn English well was to go to England.

"Americans that we are," he declared, "nevertheless we are mostly from British stock, and England is our mother country in language as well as ideals of government." He said that the purest English is to be found in the King James version of the Bible, and in the works of Shakespeare and Edmund Burke.

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PRIMARY DEPARTMENT



Resolutions of a Primary Teacher for 1926-27

I resolve during this school year:

That I shall put the personal relationship between my pupils and myself above all other professional obligations.

That I shall never forego lessons in character building in the rush of trying to cover the curriculum.

That I shall ever hold myself and my pupils ready to contribute to the general school life.

That I shall do all in my power to co-operate sincerely

September

(A MEMORY GEM)

The golden rod is yellow,
The leaves are turning brown,
The trees in apple orchards
With fruit are bending down.

By all these lovely tokens,
September days are here,
With Summer's best of beauty,
And Autumn's best of cheer.

—Selected.

with others in my profession, and also with the parents of the children in my charge, and to be of service wherever possible to the community at large.

That I shall join our professional organizations and lend my support, if only by attending regularly, to the meetings of such organizations.

That I shall plan to read some educational literature, either books or magazines, following, preferably, some definite course.

PRACTICAL PROBLEMS PROPOUNDED

Here is a problem which faces all teachers of beginner classes from the very first day of a new school year:

What pre-primer lessons shall I teach my class, so that I may give them an introductory vocabulary of sight words leading into the Canadian Reader, Book 1.?

A series, similar to the following might prove useful and for that reason is given below. These lessons pre-suppose that the children are being taught phonetics

simultaneously and will have covered at least all the groups of three-letter words as outlined in the back of Book 1., Canadian Reader, by the time that the last of these lessons has been learned. A few such phonetic words will be found in these lessons, and will be recognized by the children at sight, as the result of their phonetic work.

Action words and the names of the six primary colors, are also expected to be taught as sight words from the very first week.

LESSON 1: I—see—mother—kitty—baby.

I see mother.
I see kitty.
I see baby.

LESSON 2. My—apple.

I see my mother.
I see my kitty.
I see my apple.
Mother, see my apple.

LESSON 3: Can—dog.

I can see.
I can see mother.

I can see my dog.
My dog can see mother.
My dog can see baby.
Baby can see my dog.

LESSON 4: You—me.

I can see you.
Can you see me?
Can you see mother?
Can you see my apple?
Mother can see you.
My dog can see me.

LESSON 5: Red—ball—it.

See my red ball.
See my red apple.

Baby can see my ball.
Can you see it?
Baby can see my apple.
Can you see it?
Can you see me?

LESSON 6: Like—likes—do.

I like mother.
I like my kitty.
I like my dog.
I like my red apple.
Mother likes me.
Mother likes my kitty.
Do you like my kitty?
Do you like my dog?

LESSON 7: Have—to.

I have a kitty.
I have a red ball.
Can you see my kitty?
Can you see my ball?
Kitty likes my ball.
My mother likes my red ball.
Baby likes to see my ball.
See my ball, baby!

LESSON 8: Pretty—too.

See my pretty ball.
By ball is red.
My ball is pretty.
I like my ball.
I have a red apple.
My apple is pretty, too.

LESSON 9: Play.

I can play ball.
I like to play ball.
Mother likes to see me play ball.
My dog likes to play ball.
My dog likes to play ball.
Baby can play ball, too.
See baby play, mother.
Mother can play ball, too.

LESSON 10: Pat—he—little—run.

Pat is my dog.
He can run.
He can play ball.
He is a little dog.
He is pretty.
I like to see Pat run.
Baby likes my pretty little dog.

LESSON 11: Said—yes.

Mother said, "I see you."
Baby said, "I like you."
I said, "I see you, baby."
Mother said, "Can you play ball?"
I said, "Yes, mother, I can play ball."
Baby can play ball, too.
Baby likes to play ball.

LESSON 12: It—is—green—yellow—blue—have—flower—cap.

See my ball.
It is green.
It is pretty.
Have you a ball?
See my flower.
It is yellow.
Have you a yellow flower?
See my pretty cap.
It is blue.
Have you a blue cap?

LESSON 13: Jack—boy—she—girl—Betty—doll—big.

Jack is a little boy.
He has a red cap.
He has a fat dog.
Betty is a little girl.
She has a blue hat.
She has a pretty doll.
The doll is big.

LESSON 14: They—and—Tom—catch.

Tom and Jack can play ball.
They like to play ball.
Betty can catch a ball.
They like to see her catch.

Catch the ball, Betty.
Jack and Tom can catch it, too.
Pat can catch the ball, too.
They like to see Pat catch it.

LESSON 15: Am—jump—hop—skip—eat.

I am a boy.
I can see.
I can run and jump.
I can catch a ball.
I can hop and skip.
I can eat.
I like to eat apples.

LESSON 16: With—fast.

I am a girl.
I can skip.
I can play ball.
I can play with my doll.
I play with Pat, too.
He can run fast.
I can run fast, too.
Tom and I play ball.

LESSON 17: Hen—some—chicks—are—wheat.

Can you see the mother hen?
She is pretty.
She has some chicks.
The chicks are pretty.
They like to run.
They like to eat wheat.
I like to see the chicks eat.
They are little.

LESSON 18: Found—called—her—bread.

The mother hen found some wheat.
She called her chicks.
They like to eat wheat.
They like to eat bread.
I like to eat bread.
Do you like bread?
The mother hen likes bread.

LESSON 19: Children—under—tea-party—who—would—tree.

I see a green tree.
I see some children under the tree.
It is a tea-party.
Who is at the party?
I see Tom and Betty.
I see mother and baby.
I see Jack and Pat.
I see a kitty, too.
Would you like to have a tea-party?

LESSON 20: Come—went—loves—love—please—thank-you—shall.

I said, "Please, mother, come and see the chicks."
Mother said, "Thank you, I shall come."
Mother and I went to see the chicks.
Pat went, too.
The mother hen loves her chicks.
My mother loves me.
I love my mother.

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Canadian Teachers' Federation



Secretary's Report

ONE year ago your Secretary in presenting his report indicated that the Canadian Teachers' Federation was continuing its work with high hopes and unflagging interest. After the year's experience, this Annual Meeting finds us with hope undimmed and interest unabated.

The reports of Work and Progress which we shall be called upon to consider, indicate that in each province our organized teachers are making worth-while contributions to the cause of education.

We must not forget, however, that progress is made only at very considerable cost—cost in terms of time and energy on the part of very many; cost in terms of sacrifice on the part of not a few.

In the matter of organization it might be mentioned that during the year the Saskatchewan Teachers' Alliance and the Saskatchewan Secondary Teachers' Association decided to amalgamate, taking the name of the older and larger organization, viz., the Saskatchewan Teachers' Alliance.

New Brunswick teachers have decided to affiliate with the Canadian Teachers' Federation and their formal application may be expected at this Convention.

Nova Scotia teachers are considering the same problem very carefully and there is little doubt that but a short time will elapse before the Canadian Teachers' Federation will have a strong and representative membership in every province in the Dominion.

The spirit of co-operation between our provinces is growing stronger. We are coming to see more clearly that what affects one province or one member for that matter, has its influence upon all. In this connection I might mention that though Alberta made no appeal for assistance in the Blairmore case, most of the provinces made voluntary contributions to this Emergency Fund, and I have this resolution from the Alberta Teachers' Alliance:

"At a meeting of the Executive of the Alberta Teachers' Alliance, Inc., held recently, a resolution was passed expressing gratitude to the Canadian Teacher's Federation for the splendid helping hand given to Alberta in the recent Blairmore struggle. The General Secretary-Treasurer was authorized to send a letter of appreciation to our generous subscribers through the Canadian Teachers' Federation. We beg the Canadian Teachers' Federation not only to accept this as the official, formal thanks of the Alberta Teachers' Alliance, but as the deepest possible heart-felt appreciation of benefits received—not only in such splendid

tangible form in the shape of money, but for the confidence and courage it gave Alberta and the Blairmore teachers especially, in following right through to the end, a fight for the right of teachers to bargain collectively.

(Sgd.) "John W. Barnett."

In membership we have a net increase of more than 100%, while the number of teachers-in-training has increased in a much greater proportion, as may be seen by reference to Statement No. 1, which the members of Convention will find before them. Our roll of honorary members is comparatively small and that of associate members is incomplete, but it will be noted that there are now nearly twenty thousand active and prospective teachers enrolled by our affiliated organizations.

A statement of the approximate dates for the holding of annual meetings and of the scale of fees collected has been placed in the hands of each delegation. (Statement No. 2.)

During the year your Secretary has endeavoured to carry out the instructions given him at last Convention.

No difficulty in obtaining passage of text books and material through the Canadian customs has been reported.

The matter of interprovincial exchange of teachers was taken up with the departmental authorities and co-operation was promised, but no application for such exchange was received during the year and no further step was taken.

Copies of resolution re representation in Canadian Senate passed last year were forwarded to the Premier and leader of the opposition. Courteous acknowledgements of receipt came to us in due time.

The Railway Commission was communicated with in regard to the resolution bearing on special travelling rates for teachers during summer vacation and we were informed that the Commission had no jurisdiction as it was a question of a new rate not a revision of an unfair tariff.

A permanent register of delegates to Convention has been prepared and is now in service.

Standing committees appointed at last Convention will report in due course, some reports being now in the hands of the delegates.

Resolutions coming up from the provincial organizations are fewer in number this year than last.

From Alberta—

1. "Resolved that the Alberta Teachers' Alliance take up with the C.T.F. the advisability of de-

creasing the number of delegates to the C.T.F. Convention."

2. "Resolved that our delegates to the C.T.F. Convention be instructed to urge the employment of a speaker to set the claims of education before the public body and in the press."
3. "Resolved that we go on record as favouring the Register of Teachers, the form to be submitted later for consideration."

The latter resolution was an amendment to the following:

"Resolved that the Alberta Teachers' Alliance support strongly the Dominion-wide Register of Teachers along the lines suggested at the last Annual Convention of the Canadian Teachers' Federation."

From British Columbia:

2. "Resolved that the British Columbia Teachers' Federation pledge its financial support to the Canadian Teachers' Federation in connection with the Conference of the World Federation of Education Associations to be held in Toronto in 1927, and authorize its Executive to take steps to raise the necessary money after a definite estimate of expenditures has been received from the C.T.F. and that a copy of this resolution be forwarded to the Secretary of the C.T.F."
2. "Resolved that in the opinion of this Federation a Dominion Register of Teachers is advisable; but that as qualifications of teachers' certificates vary in the different provinces and as the control of the issuance of such certificates is vested in the provinces, we believe that the formation of a register of teachers should be undertaken separately by the different provinces previous to a Dominion-wide compilation;
3. "Furthermore, we believe that the matter of qualifications, both academic and professional, should be more carefully considered than appears in the said resolution of the Manitoba Federation."

From Manitoba—

1. "Resolved that the Manitoba Teachers' Federation endorses the scheme of Dominion Registration of Teachers as referred back to them by the Toronto Convention of the Canadian Teachers' Federation, and recommends that machinery for the carrying out of such work be set up by the Canadian Teachers' Federation at the earliest possible date."

A matter that in the opinion of your Secretary should be considered is that of securing the continuity of our Convention activities. At the Toronto Convention there were but five delegates who were members of the Victoria Convention. At this Convention seven of our number were present at Toronto last year. With a resolution coming up urging a reduction in the num-

ber of delegates, some plan should be devised to guard against a very obvious danger.

A further question is, how to place the work of the C.T.F. before the membership at large. A C.T.F. quarterly was published for a year or two; circular letters from the President and Secretary have been tried. The consensus of opinion seems to be that a Dominion Magazine is not yet within the possibilities. Should we publish a Year Book? It seems to be expected of us, if we are to judge from requests that come to the Secretary's desk.

The C.T.F. has been requested to appoint a representative to the National Council on Education. This brings us the larger issue of our relation to all other educational organizations.

It is with very great pleasure that we have learned that the University of Acadia has tendered the Degree of LL.D. to our well esteemed President. We feel sure that Mr. Howe will carry his new honors with becoming dignity. We see in this act of Acadia a recognition on the part of the University not only of the worth of the man and the teacher who occupies the position of President of this Federation, but in a large sense, of the dignity and the worth of the profession which he and we have the honor to represent. I take it, that in the honor conferred upon the President of the C.T.F. the University has recognized every teacher in our land.

Let me in a word express my appreciation of the kindly spirit manifested by every member of the Executive in their hearty co-operation with me during the past year.

For myself, I may say that I have done my best to discharge the duties of my office as efficiently as possible. Where I have failed may I assure you that my will to serve you has not been in fault.

Respectfully submitted,

G. J. ELLIOTT.

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Treasurer's Report

I have pleasure in placing before the members of this Convention a report which indicates that our financial position is decidedly better than at any time in the past. Our balance is slightly in excess of \$6,300.

Balance as per last audit	\$3,635.49	Expenses of Convention as passed by Finance Committee	\$3,553.85
Fees Received during Convention, 1925.....	1,041.70	Bal. trans. to Winnipeg.....	1,123.34
	<hr/>		<hr/>
	\$4,677.19		\$4,677.19
Receipts		Disbursements	
Receipts since last Convention:		Audit	
Balance transferred from Toronto.....	\$1,123.34	Printing and Stationery	109.41
Fees received during year.....	4,863.40	Rent	100.00
Blairmore Fund	500.00	Stenographer	100.00
Interest and Exchange	37.71	Petty cash	25.00
		World Federation Fees	140.00
		Travelling Expenses President	87.81
		Excess Fees refunded	8.50
		Blairmore Fund	500.80
			<hr/>
			\$1,076.52
		Cash in bank	5,524.42
		Cash on hand	23.51
	<hr/>		<hr/>
	\$6,624.45		\$6,624.45

Since the closing of the books on July 15th, two payments have been received on account of capitation tax. These payments do not appear in this statement, but do appear in Statement No. 3.

It should be noticed that some of the provincial treasurers calculate capitation tax on the membership as reported at the last provincial convention. While this is not in harmony with our constitution the variation seems harmless so long as the basis of calculation is clearly stated.

The certificate of George Loos, C.A., Winnipeg, reads as follows:

"I beg to report that I have audited the receipts and disbursements of the Canadian Teachers' Federation for the year ending July 31st, 1926, and certify that the balance of \$5,524.42 is the true and correct balance standing at the credit of the Federation in the Canadian Bank of Commerce, Main Office, Winnipeg, and the balance of \$23.51 cash on hand.

"Respectfully submitted,

GEORGE LOOS, (Chartered Accountant.)"

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E. K. MARSHALL, General Secretary,
403 McIntyre Block, Winnipeg.

Date.....192.....

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I enclosefor Five Dollars, dues for the year 1926-27.
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Greetings to the Teachers of Manitoba from The Provincial Committee of the Junior Red Cross

The beginning of a new school year gives us an opportunity to extend our heartfelt thanks to those who have so sympathetically guided our branches in the past and to express a hope that this pleasant relationship between us may continue.

The rapid growth of the movement during the past year in the schoolrooms of Manitoba and of Canada generally, as well as in those of forty other countries, will come as no surprise to those who have given the Junior Red Cross a trial as part of the school machinery and of the daily life in the schoolroom. Its emphasis on unselfish service to others, and the opportunity it affords of actually rendering that service, must appeal irresistibly to every teacher, especially because of its favourable reaction on the whole school programme. Under the power of its impelling influence, the pupils are stirred to respond to the teacher's best efforts on their behalf. Even the most stony and indifferent child—so our directors tell us—may be moved to take a real and living interest in his school work and in school life generally, because his heart has been touched and his sympathy aroused to action on behalf of a child less fortunate than himself.

Such a schoolroom enthusiasm as is stirred by the Junior Red Cross is especially priceless if applied to the teaching of health—that comparatively dull but supremely important school subject. This is one that is particularly difficult to clothe with any real enthusiasm. Yet even the practice of good health habits may be made a subject for joy and gladness, if the precious Junior Red Cross spirit of chivalry is harnessed to it. The members who wear the button with the Red Cross upon it may be led to regard the practice of good health habits as part of their service to their schoolroom, to their family, and to the crippled children whom they are helping to make strong. This motive is a strong one in health work and is greatly cherished by teachers who are making full use of the Junior Red Cross and its spirit as an inseparable part of the daily life in the schoolroom.

Early in September we are sending you enrolment forms, buttons, and membership cards for re-organizing your branch, and also posters for the schoolroom walls and a copy of the September "Canadian Red Cross Junior," which will go free to you as director of the branch early in each school month. May we ask you to assist the members in their September or October drive for new members, and further, to ask the secretary to send us **some definite news** of the branch before October 31st?

To those teachers who have not yet been associated with a Junior Red Cross branch, we shall be very pleased to give further information about the movement. Our address is 187 Kennedy Street, Winnipeg.

Again thanking you for your generous assistance and wishing you all success in the coming year.

Yours sincerely,

Mary Speechly

(Mrs. H. M. Speechly)

Secretary, Junior Red Cross Committee.

Signed on behalf of:

MR. M. F. CHRISTIE, Chairman.

MRS. J. H. R. BOND, Red Cross Executive.
MRS. F. J. C. COX, Red Cross Executive.
MR. H. T. HAZLETON, Red Cross Executive.
MRS. GORDON KONANTZ, Red Cross Executive.
MRS. R. F. McWILLIAMS, Red Cross Executive.
MR. G. A. MALCOLMSON, Red Cross Executive.
MR. A. E. ROWLAND, Red Cross Executive.
MR. J. F. GREENWAY, Department of Education.
DR. MARY CRAWFORD, Winnipeg School Board.
MR. J. B. WALLIS, Winnipeg School Board.
MISS E. RUSSELL, Provincial Board of Health.

DR. A. A. MURRAY, Manitoba Medical Association.
DR. H. W. WADGE, Manitoba Medical Association.
DR. D. A. McCARTEN, Manitoba Dental Association.
DR. C. H. MOORE, Manitoba Dental Association.
MISS KEITH, Manitoba Educational Association.
MISS EMILY PARKER, Manitoba Assn. of Graduate Nurses.
MR. A. W. CHAPMAN, Shriners' Hospital for Crippled Children.
MRS. R. G. MASTERTON, Women's Institutes.
MRS. T. W. McLELLAND, United Farm Women.
MRS. WILSON SMITH, Imperial Order Daughters of the Empire.



BOOK REVIEWS



"A Dictionary of Modern English Usage," by H. W. Fowler; published by the Oxford University Press; \$2.25.

Humor is possibly the last thing one would look for in a dictionary; but the very titles of some of the general articles in this useful and delightful volume are sufficient to indicate that the author, although a stickler for the correct word, is no formal pedant. He has labelled as "Battered Ornaments" hackneyed phrases such as, "daughter of Eve," "sleep of the just," "Tell it not in Gath," "in duranee vile," "leave severely alone," "conspicuous by his absence," etc. "The witty gentleman," says Mr. Fowler, "who equipped coincidence with her long arm has doubtless suffered even in this life at seeing that arm so mercilessly overworked." The little article entitled "Cast-Iron Idiom" is fairly typical of the treatment of dry grammatical technicalities. Between idiom and analogy a secular conflict is waged. Idiom is conservative, standing in the ancient ways, insisting that its property is sacrosanct, permitting no jot or tittle of alteration in the shape of its phrases. Analogy is progressive, bent on extending liberty, demanding better reasons than use and wont for respecting the established, maintaining that the matter is what matters and the form can go hang. Analogy perpetually wins, is forever successful in recasting some pieces of the cast iron; idiom as perpetually renews the fight, and turns to defend some other object of assault. "We aim to prove it." "This is claimed to be the best." "They are oblivious to hardship." "I doubt that it ever happened." "A hardly-won victory," "All these," says Idiom, "are outrages on English; correct them, please, to: 'We aim at proving it,' 'They claim that this is the best.' 'They are insensible to hardship.' 'I doubt whether it ever happened.' 'A hard-won victory.' " "But why," retorts Analogy, "is not 'to aim' the same as 'to design'?; is not 'to claim' 'to represent'?; does not 'oblivious' mean 'insensible'?; is not 'to doubt' 'to be unconvinced'?; is not 'ly' the adverbial ending, and is not 'won' to be modified by an adverb? Away with such hair-splittings and pedanties, continues Analogy. When one word is near enough to another to allow me to use either, I hope to neglect your small regulations for the appurtenances proper to each." Mr. Fowler uses the term purism in the disparaging sense of a needless and imitating insistence on purity and correctness of speech. "Pure English" he considers so relative a term that almost every man is potentially a purist and a sloven at once to persons looking at him from a lower and a higher position in the scale than his own. In the matter of pronunciation he is more broad-minded than most English scholars, holding, as he does, that while we are entitled to display a certain fastidious precis-

ion in our saying of words that only the educated use, we deserve not praise but censure if we decline to accept the popular pronunciation of popular words. For example, to make six syllables of "extraordinary" he describes as a feat which may "establish one's culture at the cost of one's modesty, and perhaps of one's hearer's patience." Lovers of R. L. Stevenson will be amused to find the heading "Twopennee Coloured" used to describe "the insertion of irrelevant details, and such devices for the heightening of effect," one of the pilloried specimens of which is as follows: "Again, I look around and see in the cantons of Switzerland and on the heights of Quebec, and in the plains of Hungary, Protestants and Roman Catholics living, as a rule, in harmony and peace together."

The quotations from this excellent book have been selected with a view to showing the light touch of the author, but in more technical matters, such as "sub-junctives," "Gerund," "cases," "absolute construction," "ellipses," and "numeral," his advice will be found of great value. No teacher of English can afford to be without such a valuable guide, and all teachers would benefit by a daily course in Fowlerism. Most of us are guilty of mannerisms and errors of speech which our good friends hesitate to correct, and we could all, with advantage, compile a never-again list to help to keep us (to use a battered ornament) "in the straight and narrow way."

—W.S.

An Economic History of England, 1066-1874. Charlotte M. Waters. Oxford University Press, London. (Humphrey Milford.) Price \$2.50.

This book, as the title implies, is purely an economic history of England, and deals with the life of the people from 1066-1874. It begins with the self-sufficient village of rural England of the eleventh century and traces the various changes which made Britain the leading commercial nation of the nineteenth century. It explains, among many other things, the early systems of land tenure, the growth of the manor, the decay of villeinage, the guilds, the expansion of trade, trade unions, and the rise of capitalism. While the book does not deal at any length with wars or with constitutional and political events, it shows how wars and laws and methods of government have sprung from the economic conditions of the times. For this reason, it forms an illuminating background for the study of constitutional history.

The title might suggest dryness, but such is not the case. The central figure of every topic treated is the sturdy, liberty-loving Englishman, exhibiting those qualities which have made him "respected at home and

feared abroad." The technical terms are few in number and not of a nature to weary the reader. The illustrations are numerous and very helpful in visualizing the life of the different periods. Every teacher of history will find this excellent book of great value to himself and to his pupils.

—N. A. Mel.

A Day in Old Rome; Prof. William Stearns Davis, Professor of History, University of Minnesota.

This volume serves well a two-fold purpose—it makes a pleasant and yet informative introduction to Ancient History and to the study of the classics. Teachers of History or of Latin would do well to add this reference to their list of supplementary reading.

Describing life during the reign of Hadrian, when Imperial Rome appears at its best, "A Day in Old Rome," generously illustrated, renews the teacher's interest, as well as adding verve to a subject that seems at times to the students to be as dry as the dust of those Romans the history describes. Prof. Davis has carefully sub-divided his topic with headings such as: General Aspect of the City, Homes, Roman Women, Cos-

tumes, Social Orders, Economic Life, The Flora, The War Machine, The Senate, Children and Roman Religions.

—M.G.P.M.

Rome; Gabriel Faure; published by the Medici Society.

This book appears in two bindings, one having the text in French, the other having an English text and cloth binding; for each there is also a "jacket," showing in water colours the ruins of the Coliseum. The author does not claim to have written a guide book but rather a tourist's memento. This statement is certainly true in that one does not think of his remarks as those of a writer of guide books, and yet his readers will know Rome exceedingly well if they follow M. Faure's advice, which helps as perhaps no guide book would help. The author has shown clearly the various transitions in art and architecture that have contributed to the Rome of today. The text is illustrated profusely with excellent sepia prints. Altogether the volume is worthy of being added to the libraries of those interested in travel, history, art, or the classics.

—M.G.P.M.

Units of School Life

The outstanding recommendations from the point of view of conditions now obtaining, in the report submitted by the committee on review of the programme of studies, is that which sets forth the first six years of school life as the first unit. The report does not argue the point or seek to justify its position, but proceeds to build up the remainder of its thesis as regards elementary schools upon this basis. Heretofore Canadian schools have regarded eight years as the unit.

However, the six-year idea is not new. Scotland and now England use it. It was recommended by the Winnipeg Board of Trade in its recent presentation before the City School Board. And, moreover, it is the system which this city has had in operation since the creation of junior high schools a few years ago.

Dr. D. McIntyre, city superintendent, gives it his approval. It allows, he finds, the departmentalizing of the school so that teachers with especial interest in and especial preparation for certain subjects teach these subjects. It introduces added interest into the work of Grades Seven and Eight, which hitherto have been largely a review of Grade Six. Further, it fits in with the psychological development of the pupil emerging from childhood into early adolescence.

The committee report indicates belief that acceptance of this unit is as possible and as desirable for the one-roomed as for the graded schools. It would have the second unit, Grades Seven, Eight and Nine, and considers that by grouping together of classes these two units could be satisfactorily covered in a one-roomed school. The report suggests that methods of so group-

ing should be indicated in the programme of studies and that the same programme should set forth fully the work to be done, grade by grade—in other words, that the programmes of study should be made as nearly teacher-proof as possible.

By thus recommending the first two units as possible for the one-roomed school, the committee implies its belief in the possibilities of the prevailing type of rural school. In passing it might be noted that such a school under a real teacher may, and often has, become an outstanding vehicle for education. By the very reason of several grades, the teacher is chiefly a director and the students must learn to think and work independently—an invaluable lesson.

Unfortunately, neither rural nor urban schools can be assured of good teachers. Thus the detailed programme as a bulwark of defense, and as a first aid station for the inexperienced.

The recommendations concerning library, ground and other equipment, are chiefly aimed at the rural schools, or to be more exact, the need of these accessories is most outstanding in the rural schools. Their provision is not so much a matter of money as of intelligent interest on the part of trustees and ratepayers in general.

As the report acknowledges, there is little in it not now in evidence in the practice of the best teachers. Nevertheless it well repays reading by those interested in education, which should mean everyone, if not for the newness of the material then for the freshness of its presentation.—Free Press.

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News From The Field

VACATION NOTES

This office was, of course, open during vacation. July was a fairly busy month, particularly the first two weeks. Many of the enquiries were not serious but most of them were quite important to the teachers concerned and, consequently, were seriously considered by the Federation. The best wisdom and experience of the Federation were at all times available. We believe that teachers generally appreciate the value of such a service.

A great many teachers (and not a few trustees and other friends interested in the schools) called during the holiday season. Their presence and hearty greetings were an inspiration to us. We had many from other provinces, and the exchange of ideas we believe was valuable.

We believe, however, that we enjoyed most of all the visits of teachers from the outlying parts of our own province. The stories of their work, the accounts of their problems, and their enthusiasm for and delight in the teaching service could never fail to grip one. These are the men and women who have in hand our most serious and important educational problems. If enthusiasm and devotion can be of any assistance in the solution of educational problems in our province, we should be in a fair way to bring about a more desirable condition of affairs.

The General Secretary spent a fortnight at the coast attending the Annual Convention of the Canadian Authors' Association. Whilst in Victoria he paid a visit to the B.C. Federation offices and enjoyed a day with General Secretary Charlesworth. Possibly the most precious half-hour of the whole tour, personally, was a visit to that grand old dean of Canadian letters, Charles Mair. We shall never forget the thrill of that evening.

PLUM COULEE LOCAL

The Plum Coulee Local organized for the coming year on June 24th. There was a desire to get things in shape for the coming year. The following are the new officers:

Honorary President, Mr. J. T. Hulme; President, Mr. P. W. Warkentin; Secretary-Treasurer, Mr. J. N. Hoepfner.

The Local has done good service during the past year and has made a good beginning for the coming year.

LAC DU BONNET LOCAL

The Lac du Bonnet Local met on Saturday, May 15th. There was a good attendance of members. A letter from the Whitemouth Local was read suggesting a joint picnic and trip to Bird River in the month of June. The meeting thought this an excellent suggestion and fixed the date of the excursion for Saturday, June 12th. It was agreed that the ladies would provide refreshments and the gentlemen would defray the expenses.

Discussion regarding municipal examinations for our schools was resumed. The papers received from the Winnipeg Normal School were examined, and it was decided that copies of them should be sent to those schools in our district which applied for them before June 5th. At that time a committee will prepare the required number of copies.

An excellent paper on Primary Arithmetic was then given by Mr. R. Hayter. After some discussion, the meeting adjourned.

GARLAND LOCAL

In May the Garland Local organized for the year 1926-27 with the following as officers:

President, Mr. Duncan Martin (Garland); Vice-President, Mr. M. Styniek (Pine River); Secretary-Treasurer, Mr. John Yatchew (Ethelbert).

At this meeting it was decided to define the boundaries of this Local, and it now embraces the teachers from Ukraina to Pine River inclusive. The teachers were quite enthusiastic in Federation business and determined to meet oftener next year. The executive has planned to carry on a systematic line of activities beginning next fall. Although scattered, the Local does very effective work.

STEINBACH LOCAL

This Local was organized Jan. 30th, 1926, in the village of Steinbach. A few teachers were members at large, but no effort had been made to organize until the above mentioned date, when a meeting of the teachers of Steinbach and the surrounding district was called by Mr. J. G. Toews, principal of the Steinbach School, and A. P. Salemka, of the Friedensfeld School. Seven teachers attended this meeting. All were quite enthusiastic about forming a Local. The following motion passed unanimously:

Moved by Mr. A. P. Salemka, seconded by Mr. J. G. Karnelsen, that all teachers present join the Teachers' Federation and organize a Local of said Federation, to be known as the "Steinbach Local."

The following officers were elected:

President, Mr. J. G. Toews; Vice-President, Mr. J. G. Kornelsen; Secretary-Treasurer, Mr. A. P. Salemka.

The next meeting was held on Feb. 27th, and the Secretary was pleased to report that though the Local had a modest beginning there was every prospect of healthy growth and that the Local would become an active agent in serving the community in matters of education.

Meetings were held once a month, at which Federation as well as professional subjects were discussed. The General Secretary, Mr. Marshall, and Mr. Sadler were present at one of the meetings and expressed their appreciation of the work done by the Local.

The Local staged a very successful picnic on the 26th of June.

The officers are pleased to report that the Local has been growing steadily, not only in members but in interest and professional achievement. There were twenty-seven members at the end of the past school year, and the officers believe that the membership can and will be raised, so that the Local will send two re-



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Michaelmas Term opens Sept. 8th.

representatives to the next annual conference.

Our Saturday golf game lost its attraction when we were invited to accompany the General Secretary on a long country drive to visit a Federation Local. The drive was delightful. The air was redolent with spring-time odors, and the soft greens of field and wood charmed the eye. We had almost forgotten Manitoba has so many birds, flaming orioles, lordly crows, the plaintive killdeer and hosts of others. Market gardens flourished near the city. Farther on we noticed that dairying was one of the important activities of farm life.

Promptly at two we arrived at Steinbach, a thriving "village of the plain," but not at all deserted. It is a half-century old and the railway was refused admission to its bounds, but it boasts an electric light system of its own and a nine-hole golf course. Most of its people are Mennonites who, while retaining cherished customs, form a prosperous and worthy group of Canadian citizens.

In the centre of the town we found the school, our destination. It is a five-roomed structure, bright and airy. The large playground has an interesting array of swings, slides and ball grounds that would be a credit to a city school. We peeped into the various rooms, and as we studied the time tables realized afresh the difficulties of the rural teacher with several grades.

Steinbach Local, though only a few months old, has a membership of twenty-

eight and holds a monthly meeting. Its success is largely due to the untiring efforts of its Secretary, Mr. Salemka. "Watch it grow to forty," he said with a determined light in his eye. Fifty per cent. of the membership answered the roll-call, and others had been prevented from attending by a heavy rain. One of our party remarked to a young teacher, "We drove forty miles to be present." She replied simply but significantly, "I walked seven miles."

Mr. Marshall congratulated the Local on its achievement and emphasized the influence the Federation has had on the teacher's standing. "What do we get out of it?" is a legitimate question. Equally pertinent is the other, "What do we put into it?" he concluded.

Discussion followed, and the chairman calmly announced that the Winnipeg teachers would answer all questions. To a query about the General Science programme, Mr. Sadler replied that the committee responsible for the present tentative outline had recommended the preparation of a suitably condensed text, but this had not been done. He also spoke in behalf of "The Manitoba Teacher" and its new editor.

Mr. Goresky, a member of the Local, contributed a racy address abounding in practical suggestions on "The Teaching of English to Non-English Pupils." Plans for a June picnic were eagerly discussed before adjournment.

We then partook of a generous country dinner at the hotel. Indeed we re-

commend hungry motorists on Route 84 to dine at Steinbach. A pleasant silence stole over us—it must have been that dinner and the satisfaction of a day well-spent—until the driver's demand for entertainment roused us "and so home."

—F.A.M.

To Pastures New

Fewer changes are noted this year than for several years. This is particularly true of principalships. We are glad to see that the changes in the staff of our rural schools are much fewer than last year. This lengthening of tenure in the teaching profession is a very wholesome sign.

Mr. R. C. Mulligan, who was principal at Gimli, goes to La Riviere and is succeeded by Mr. A. B. Gillespie, who was at Ninga, and who is succeeded by Mr. George Poole, of Arrow River. Mr. S. S. Bryan is followed in the principalship at Rapid City, by Mr. H. G. Pearce, who is succeeded at Oak Lake by Mr. A. E. Stokes, of Weyburn, Sask., formerly of Selkirk. Mr. Bryan has not been in good health for some time and may take a rest.

Mr. Martin Kavanagh, of Greenridge, is going to Treherne, and is succeeded in the principalship by Mr. L. G. M. Robinson, who was at Woodridge last year. Mr. Lindsay Furguson, of Morden, is in charge of the Hutterite school near



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Manitou. Miss C. G. Thompson, of Bin-scarth, has taken the Soudan school.

Mr. Maurice Sanger, who was principal at Treherne, has gone to Montreal, and is succeeded by Mr. H. R. Brown, of Wawanessa. Miss Agnes Davidson, of Treherne, succeeds Mr. George Poole as principal of the Arrow River schools. Mr. Jesse C. French, of Cypress River, succeeds Mr. A. L. Mills as principal at Melita. Mr. Mills intends pursuing further University studies.

Mr. R. A. B. Walton goes from Kelwood to Gilbert Plains. Miss Inez Babb and Miss Margaret Mitchell, both from Ninga, go respectively to Kenton and Griswold. Mr. W. G. Delgaty is leaving Oakville after three years' service and succeeds Mr. Jas. Beer as principal at Benito. Mr. Delgaty's successor at Oakville is Mr. Jas. Hulme, from Plum Coulee. Miss Josephine Halldorson, of Lundar, has taken a place on the staff at Dominion City.

Manitou has engaged Mr. G. H. Warren, of Brandon, and Miss I. Wilkinson, of Gladstone. Miss Jessie Laurie, of Portage la Prairie, and Miss Margaret Laurie, of Winnipegosis, have gone to Saskatchewan. Mr. J. H. Hall, of Garland, is the new principal at Myrtle, succeeding Miss Ruby R. Lytle, who goes to Foxwarren. Miss F. M. Margetson, of Eriksdale, takes charge of the senior room at Woodlands.

Mr. W. J. Cram, who has been head of the Morden schools for many years, has been retained as principal emeritus. The new principal is Mr. A. O. Piggott, of Brandon. Miss K. Pilkington, was recently honored by the people of Morden in recognition of her long and worthy service in the public schools of that town.

Mr. Fred D. Baragar, of St. John's Technical High School, spent the summer at the University of Chicago. Mr. John Yatchew, of Ethelbert, continued during the holidays his post-graduate studies in Chicago. Mr. E. F. Willoughby, of Kelvin Technical High School, spent the summer vacation at the University of Toronto. Mr. George Simpson, of Whyte-wold, will spend the coming year at the M.A.C. Mr. H. W. Huntly goes from the St. John's Technical High School to the principalship of the Greenway School.

Mr. Albert Hill, of Shoal Lake, becomes principal of the Carman schools, and is succeeded by M. J. S. Goodwin, of Carman. He succeeds Mr. D. S. McIntyre, who has been given a position on the Winnipeg staff. Mr. George C. Haywood, of Winnipeg, succeeds Mr. J. S. Goodwin, at Carman. Miss Inez Overend, of Belmont and Miss Madge Mooney, of Wawanessa, both are now on the Carman staff.

Mr. Leonard Krueger leaves Brunkild to take the principalship of the McCon-nell Consolidated School. He succeeds

Mr. C. K. Arthur, who left to continue his studies at the University.

Mr. E. A. Ross, who was principal in St. James for many years, has left for a position in Chicago. He is succeeded by Mr. Clarence Moore, who leaves the Collegiate to take charge of two of the large public schools. After many years of very faithful and efficient service Mr. J. D. Evelyn leaves the public schools of West-bourne for a well earned rest.

Mr. H. J. Everall, who for many years was principal of the Collegiate at Roblin, goes to a similar position in Dauphin. He is succeeded by Mr. A. K. Stratton, of Teulon, who in turn is succeeded by Mr. F. B. Fox, of Teulon. Miss Annie McIntosh, of Glenboro, is taking the year off for a rest and travel. Miss May Carter, of Portage la Prairie, goes to Cypress River. Mr. G. R. F. Prowse, of Fairfax, is the new principal of the Dand Consolidated School. Mr. Keswick, of Ladywood, is now principal at Lyleton. Mr. McLeod goes from Lyleton to Glenella, succeeding Mr. P. A. Murphy, who is moving to British Columbia.

Mr. M. T. Jonnasson, of Dauphin, is now principal at Dafoe, Sask. Mr. I. Gislason is principal at Rosser; Mr. S. A. Wright, of the Manson Consolidated; and Miss Florence Cameron of the Coulter-ville school.

Mr. Allan Trueman, who was teaching near Tyndall, goes to Kenton as successor to Mr. H. H. Saunderson, who has been appointed to the Collegiate staff at Dauphin.

There are a number of other changes pending as we go to press. We are sorry we cannot wait for further details. We are anxious to have "The Teacher" ready for the re-opening of school.

Mr. G. O. Thorsteinson goes from the Bannatyne School, St. James, to the principalship of the schools in The Pas. Miss Mary Campbell has been added to the Austin staff, and Miss Esther Lofquist to the MacGregor staff. Mr. D. S. Tod goes from Willwood to McCreary, Mr. King to Pierson, and Miss Margaret Gillespie to Kelloe. There are dozens of other changes, but we have not been advised, and so cannot note them. We are always glad to note promotions.

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Published and Controlled by the M.T.F. Publicity Committee

SUBSCRIPTION: \$1.00 per annum; single copies, 15c.

All enquiries regarding Advertising and Rates should be addressed to Advertising Department, Manitoba Teacher, 346-348 Cumberland Ave., Winnipeg

Authorized by Postmaster-General, Ottawa, as Second Class Mail

VOL. 7, No. 7

SEPTEMBER 1926

SEPTEMBER, 1926

IMPORTANT

The Federation Year was changed by order of the Easter Convention and now ends with March 31.

Fees for 1926-7

Capitation Tax.....\$4.00

Subscription to "The Manitoba Teacher".....\$1.00

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FALL CONVENTIONS

When you have determined the dates of your autumn convention, please advise this office so that we can arrange to have Federation representatives. Occasionally several conventions are held on the same date, it consequently is sometimes difficult to arrange for organization. The Ideals and Practice Committee have already a list of speakers on hand and will be glad to "book" them. We are expecting unusually enthusiastic conventions this year.

INFORMATION ASKED

A circular is being sent to schools outside of Winnipeg having more than one teacher. The information we are seeking is of great value to this office. Will the principal, therefore, return the form as soon as possible.

The value of this circular depends in a large measure upon the percentage of returns we get. Build up a reputation for being prompt.

MEMBERSHIP

The response to the appeal for members during June and July was good. A fairly constant stream of memberships has been coming into the office during vacation, and we hope that it will be augmented during September and become a flood during October. The Federation should have our first consideration. Do not forget this obligation.

The following districts have not yet completed their organization: Argyle, Arborg, Brookdale, Carman, Decker, Eriksdale, Graysville-Roseisle, Gladstone, Gilbert Plains, Gimli, Grandview, Kelwood, Kenton, Melita, Morris, McCreary, Reston, Rivers, Sifton, Swan Lake.

Manitoba Teachers' Federation

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